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ABSTRACT

This text is designed to accompany workshop instruction in evaluating bilingual programs. It is addressed to those involved with bilingual programs generally, educators directly involved in planning and implementation, and research and evaluation specialists. The workshop covers the tasks associated with conducting a bilingual evaluation within the framework of a management system that begins with a listing of tasks and resources. The basic planning and estimating procedures described are: reviewing the program plan; scheduling evaluation tasks; estimating staff needs; budgeting for the evaluation; monitoring the evaluation effort; and reporting the results. Each task is discussed and accompanied by examples and the procedures for completing them. Participation in the workshop should engender performance of the following tasks: completing a schedule for evaluation; constructing a staff-time allocation plan; proposing ways a budget can be modified to meet budget constraints; building an evaluation budget; creating strategies for monitoring data collection; scheduling evaluation reports techniques; and evaluating the adequacy of an evaluation report. (PN)

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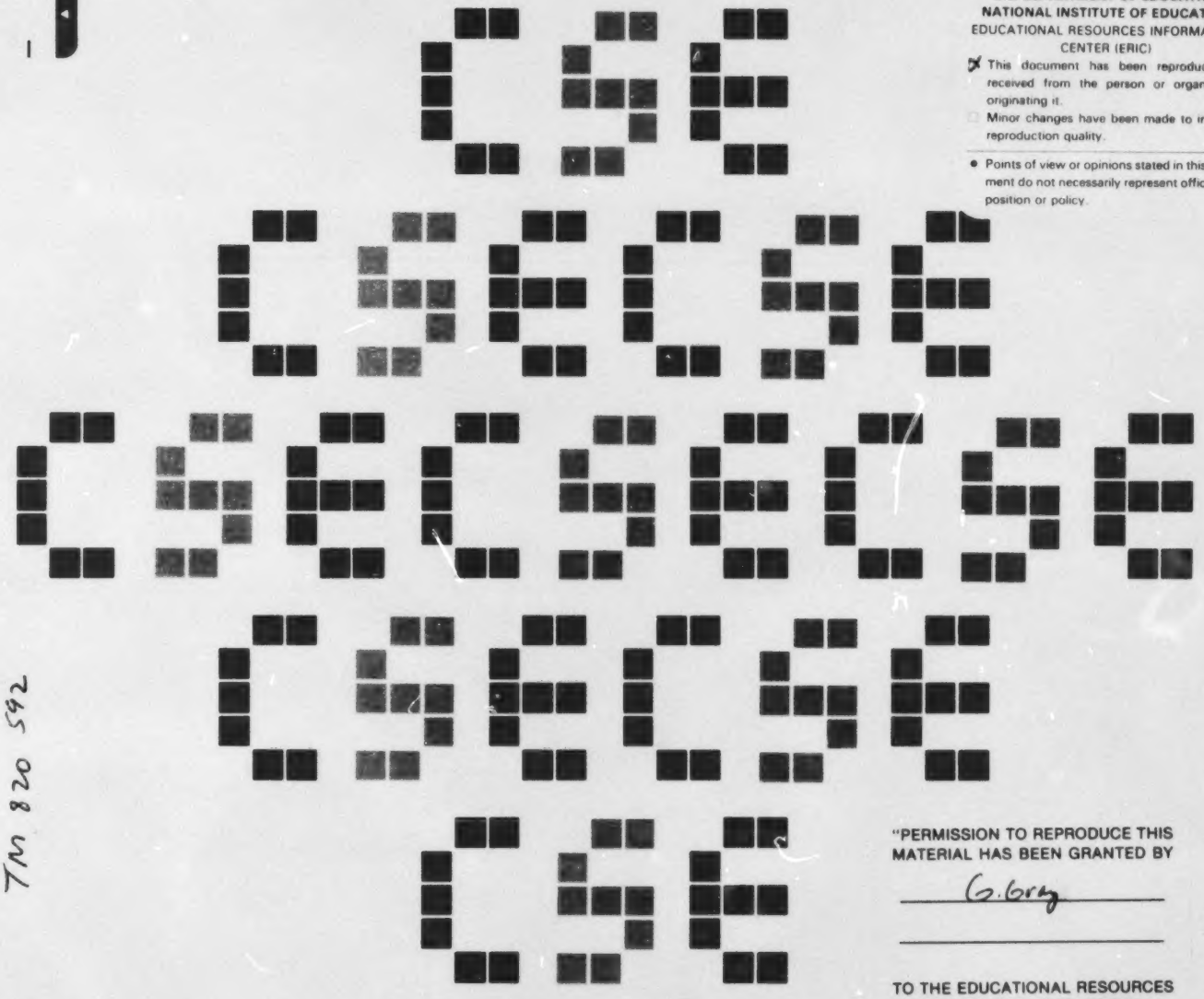

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Bilingual Evaluation Technical Assistance

Workshop Text V

Overview of Evaluation of Bilingual Programs

Planning for Management

Planning for Management is designed to accompany workshop instruction in evaluating bilingual programs. Instructional activities to provide participants with practice on skills and content presented in this workshop can be found in a separate publication, "BETA Workshop Activities -- Planning for Management.

You will want to read this workshop text before participating in the actual sessions. You might want to complete the Participant Preparation forms provided in the beginning of the Workshop Activities booklet accompanying this text. Bring questions you have and examples from your own program to the workshop.

Planning for Management addresses three levels of involvement with bilingual evaluation. At the most general level, we hope that all people involved in bilingual programs, both bilingual and non-bilingual program teachers, students, parents, and community members will find the materials valuable. A second audience is educators directly involved in bilingual program planning, implementation, and evaluation, who are familiar with many of the general principles of curriculum development and testing, but who have no special training in evaluation. The third group for which the materials were designed is research and evaluation specialists who are familiar with evaluation methodology but who may not be cognizant of

the special demands of bilingual program evaluation.

Since some sections of the text will be more relevant to one group than to another, the Table of Contents are keyed by section. Consult the key in the Table of Contents to identify those parts of the text that match your interests and level of expertise.

Workshop Contents

Planning for management is organized around five management tasks:

Scheduling evaluation tasks

Staffing the evaluation

Budgeting the evaluation

Monitoring the evaluation

Reporting to stakeholders in the evaluation

After completing this workshop, you should be able to perform the following tasks:

Complete a schedule for your evaluation

Construct a staff-time allocation plan

Propose ways a budget can be modified to meet budget constraints

Build an evaluation budget

Create strategies for monitoring data collection

Schedule evaluation reports techniques

Evaluate the adequacy of an evaluation report

BETA Workshop V: Planning for Management

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Bilingual Evaluation Technical Assistance Workshop Text V

Planning for Management

Introduction

A good evaluation calls for good management. The many tasks associated with conducting a bilingual evaluation, from selecting the design through reporting data in a meaningful way, are all conducted within the framework of a management system. Evaluation is a team effort. No one person can hope to have the time and skills necessary to meet all the demands of conducting and reporting the evaluation. Working as a member of a team, however, requires organization and planning so that the allocation of resources allotted to the evaluation is cost-effective.

It is during the early stage of evaluation planning that the foundation for a food management system is laid. Though the task of developing plans to manage your evaluation may not be an especially glamorous aspect of your job, it is an essential first step in ensuring that what you want to occur actually can--and will--occur. Indeed, during the process of making plans to manage the evaluation, you are likely to discover that your ideal evaluation strategies need to be altered to fit within the practical constraints imposed by limited resources and conflicting schedules. Even if your evaluation is powered by bountiful resources, you will find that a well-thought-out management plan will help you allocate the resources in an efficient manner, precluding, or at least minimizing, the frustrating effects of Murphy's law, "If anything can go wrong, it will."

For the most part, managing an evaluation can be viewed as a six step process that begins with a careful listing of tasks and resources. In this workshop, some very basic planning and estimating procedures have been summarized into a few practical guidelines for each of these phases:

Reviewing the program plan

Scheduling evaluation tasks: sampling, test selection, data collection, data analysis

Estimating staffing needs: estimates of staff expertise needed to carry out evaluation tasks and the time required to conduct each task

Budgeting for the evaluation: determining a budget for conducting the entire evaluation effort, including costs associated with personnel, equipment, and sources of "hidden costs."

Monitoring the evaluation effort: Keeping staff on the timeline, providing support for test selection, data collection, reporting and communication with stakeholders in the evaluation

Reporting the evaluation results: Production and distribution of the final report(s) to the various evaluation audiences

Each of these tasks is discussed in a separate section, accompanied by examples and procedures for completing them.

Many programs receive monies from two or more funding sources, such as TVII and a local or stage funding. It is not unusual to find a bilingual program, where some of the classrooms are funded with TVII monies, and others with TI ESL monies. In addition, some programs combine TVII monies to fund K-3 for example, and local or state funds

for the 4-6 grades for maintenance programs. If this is the case, how can you plan your evaluation tasks for the year? Must more than one evaluator be hired or can one person do the job? What can be done to avoid duplication of tasks and expenditures?

Clearly, regulations and format vary among the funding sources. However, there is much basic data which can be used for more than one funding source. For example, TVII and TI and many state funding agencies require comparative data on achievement scores in reading and math to be reported. Most funding sources also seek documentation of program implementation. Assessment and program documentation, then, are two large tasks which can reap information for multiple purposes. Thus, when you plan the evaluation tasks mentioned above, keep in mind those tasks and data which can be used for more than one purpose.

Reviewing the Program Plan

It is critical that both the program administrator and the evaluator know as much as possible about the program to be evaluated and agree in their understanding about the program and its components. Different interpretations of the program plan can lead to a poorly constructed evaluation and disappointing findings about program outcomes.

The program plan should describe the intent and the proper operation of key program components. The plan should include details about the operations of each components and should specify how components differ from standard or usual procedures. It is the program administrator's responsibility to prepare the program plan. He or she may feel that certain program components may not have to be included in the plan because "everybody knows" what they are. Such an assumption produces ambiguities for those people who have to implement the plan and is likely to result in differing interpretations of how the program should or will operate.

Before the program begins, the evaluator should review the plan to insure that it is complete. In addition to the program plan, the evaluator might want to examine the following documents:

- The federal or state regulations under which the program will operate.
- The program proposal written to establish the program.
- The results of any needs assessments conducted for the program.
- The program and evaluation budget.
- A description of the roles and responsibilities of the program staff.

- Any previous evaluations of the program or similar programs.
- Guides or other materials describing the curriculum to be used in the program.

The evaluator may also want to interview some of the program staff as well as representatives from groups that will be affected by the program. Some of the people whose input about the program is important include:

- Project directors and program administrators
- Evaluators who have worked with the program in the past
- Resource personnel
- Teachers
- Students
- Paraprofessionals
- People in the community (including parents) being served by the program

The evaluator uses the information from the document reviews and interviews to construct his/her own understanding of program goals, objectives, and processes. Some of the questions that the evaluator will want to answer are:

- What are the program's major goals?
- What are its specific (measureable) objectives?
- What is the philosophy or point of view of the program? Does this vary among the different people associated with the program?
- What program implementation directives and requirements guide the program?

- To what degree is there variation among program sites? What is the number and distribution of these sites?
- What curriculum materials have been selected or will be developed?
- Are there written plans for any necessary inservice training?
- Is there a specific statement of the roles and responsibilities of the various people associated with the program?
- What are the community needs?

As the evaluator learns about the program, he/she will be able to detect any "grey areas" in the program plan. Ambiguous components of the plan should be clarified in discussions with the program administrator and, when appropriate, with the staff who will be implementing the program. Aspects of the plan that may need to be clarified are:

- Is the plan specific enough to provide a clear picture of what the program is supposed to accomplish? Does the plan provide a clear picture of what the program is supposed to look like while it is in operation?
- Does the plan suggest which program components would be important to evaluate?
- Does the plan present a rationale which describes what materials, activities, and organizational arrangements will lead to certain outcomes?
- Are the program's specific objectives congruent with its broad goals and purposes? Are the objectives congruent with the program rationale or philosophy?
- Are the objectives well-stated, explicit, observable, measureable, and feasible?

. Do the objectives represent a concensus among the various people in the program?

The result of the discussions among the program administrators, instructional staff, and evaluator should be agreement about the content of the program plan. There should also be some assessment made of the adequacy of the available information as the basis for conducting the evaluation.

Scheduling

A timeline has two major uses: 1) it provides a schedule for completing evaluation tasks; 2) it provides a means for estimating staff needs. Thus, scheduling and staffing are complementary activities. Also, by depicting your task-time commitments, you have a better picture of what information can and cannot be delivered within the time and budget of the present project.

A timeline shows when tasks will take place and when reports are due. The success of your evaluation depends in part on the timeliness with which you complete evaluation tasks. Developing a timeline makes you consider the amount of time required for each task and the sequencing needed for the evaluation to flow smoothly.

The first step in preparing a timeline is to identify the major tasks to be completed during the evaluation. If your program is supported by an outside funding agency, it is likely that there are tasks that are required under the agency's regulations. Other tasks may be described in the proposal that was submitted to obtain support from the funding agency for your program.

To prepare the timeline, you might refer to the chart on page which lists a variety of tasks that typically occur during an educational evaluation.

The next step in developing a task timeline is to list the number of months that the program will run, beginning with the estimated start date of the program. Since the timing of tasks such as data collection in schools is dependent upon the academic calendar, you should mark

those periods of the school year when evaluation data cannot be collected.

Finally, decide when work on each task will start and end. One guideline for creating a reasonable schedule is to work backward--first determine when information is needed or a report is due, then set deadlines for collecting data, developing instruments, administering instruments, and so forth. If there are deadlines specified by the funding agency, you can plot the schedule of work from these dates in a backward fashion. A second guideline is to overestimate the time needed for each task. Program administrators frequently underestimate the time needed for the evaluation and find themselves falling behind because of a too-tight schedule. By overestimating time, you are allowing for unforeseen or unexpected events which are bound to affect an evaluation schedule.

It is important that the evaluation data be available when decisions about the program have to be made. Thus, deadlines should take into account the timing of program decisions as well as requirements for reporting results. For example, suppose you need to make decisions in the spring about the instructional program for the next academic year. Even though the next round of student testing is not scheduled for several months and the evaluation report is not due until the summer, you need to know as much as possible about the program and about student progress in order to make the best decisions. To ensure that this information is available, you should plan the evaluation tasks so that preliminary data are available in the spring, when you need them.

CHART

OVERVIEW OF EVALUATION TASKS

	PARTICIPANTS					
	Evaluator	Admin/Director	Resource Persons	Teachers	ParaProfessionals	Parents/Community
1. Planning Tasks						
a. Establish evaluation questions in conjunction with evaluation stakeholders	x	x	x	x		x
b. Set evaluation standards - project level	x	x	x	x		x
c. Select an evaluation design	x	x				
d. Determine what is to be measured - student	x	x		x		
e. Select student outcome measures (tests)	x	x		x		
f. Develop student outcome measures	x			x		
g. Set standards for judging program effect (tests)	x					
h. State analysis to be performed with test results	x					
i. Identify program process variables to be covered by the evaluation	x	x	x	x		
j. Design a program monitoring/documentation system	x					
k. Develop/select instruments for program monitoring	x		x			
l. Set standards for judging program implementation	x	x	x	x		
m. State analyses to be performed with monitoring results	x					
n. Develop management system for implementing the evaluation	x					
2. Data Collection Tasks						
a. Determine training needs of data collectors	x					
b. Set up a training program for data collectors	x					
c. Collect student outcome data (tests)	x			x	x	
d. Collect program implementation data	x		x			
e. Provide information regarding program implementation		x	x	x	x	x
3. Analysis and Reporting						
a. Analyze data generated by the evaluation	x					
b. Report evaluation data (both outcome and process) to internal decision makers	x					
c. Prepare reports and summaries of reports on evaluation findings for external audiences	x					
d. Use information generated by evaluation for making decisions about the program		x	x	x	x	x

Once you have drafted the timeline, you should review it with the following questions in mind:

--Is the timeline realistic given the time needed for hiring personnel and for general evaluation start-up?

--Is the timeline realistic if some tasks such as data analysis are to be performed by consultants?

--Does the timeline allow for slippage in the preparation and production of instruments, mailing of forms, data analysis, etc.?

--Is time set aside for writing and producing reports?

--Does the schedule take into account special contigencies such as the academic calendar, vacations, and special conferences?

--Does the schedule allow time for obtaining approvals from the school board, district administration, or community?

Figure 2-1 presents a sample timeline. You should note the following features about the way in which the evaluation schedule was laid out:

--All of the planning and preparation for the evaluation (tasks #1 through #6) is completed before the instructional program begins. Although the completion of these activities is in part a function of the July start date of the evaluation, it is important that much of the planning be completed prior to the start of the instructional program.

--Activities can be scheduled during times when students and teachers are not available if the activities do not involve these people. For example, summarizing process data (task #12) is usually handled by the evaluator and so can proceed while the teachers are attending a state-level professional conference.

Figure 2-1

Primary Steps for Obtaining Funds

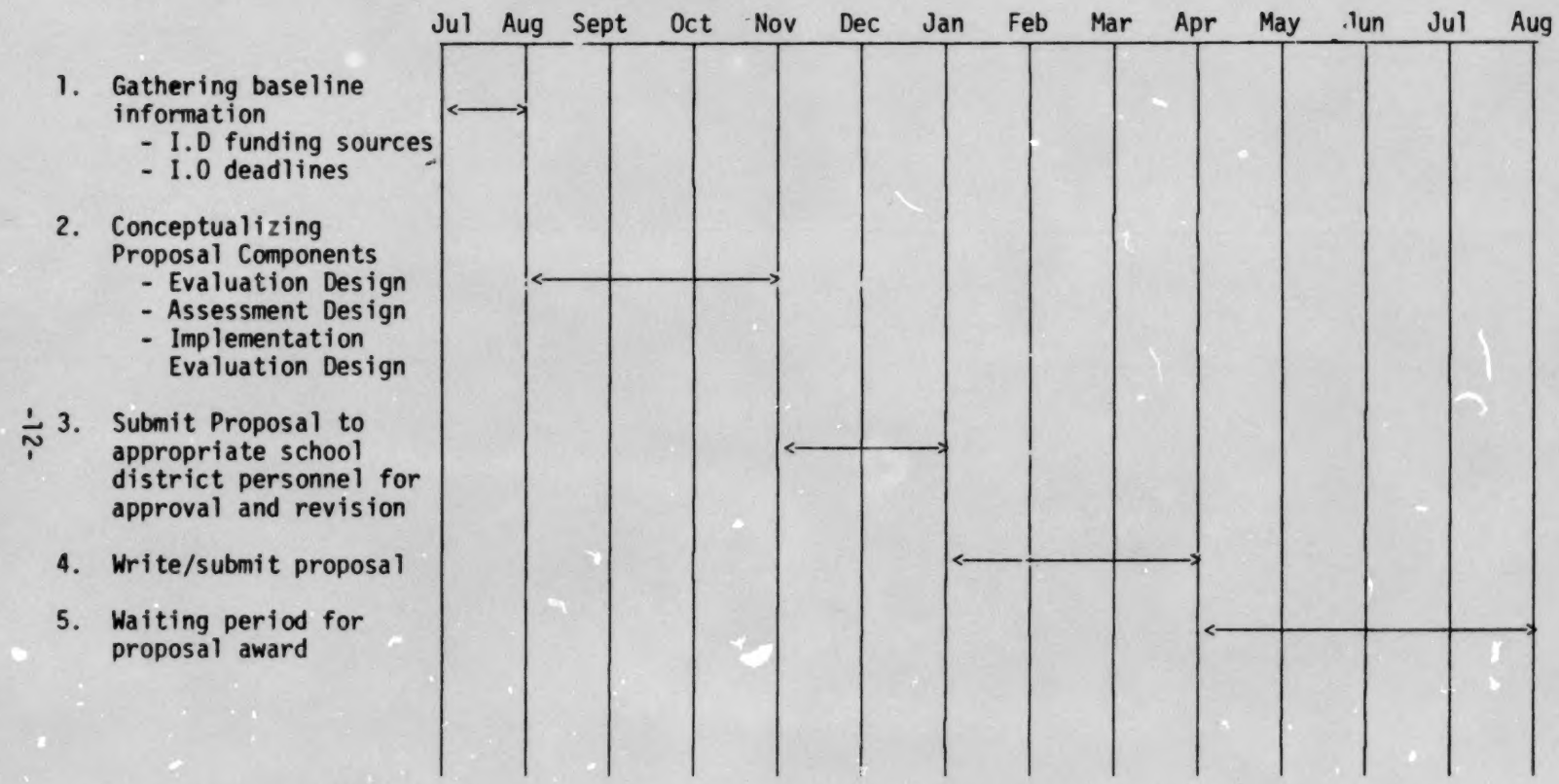
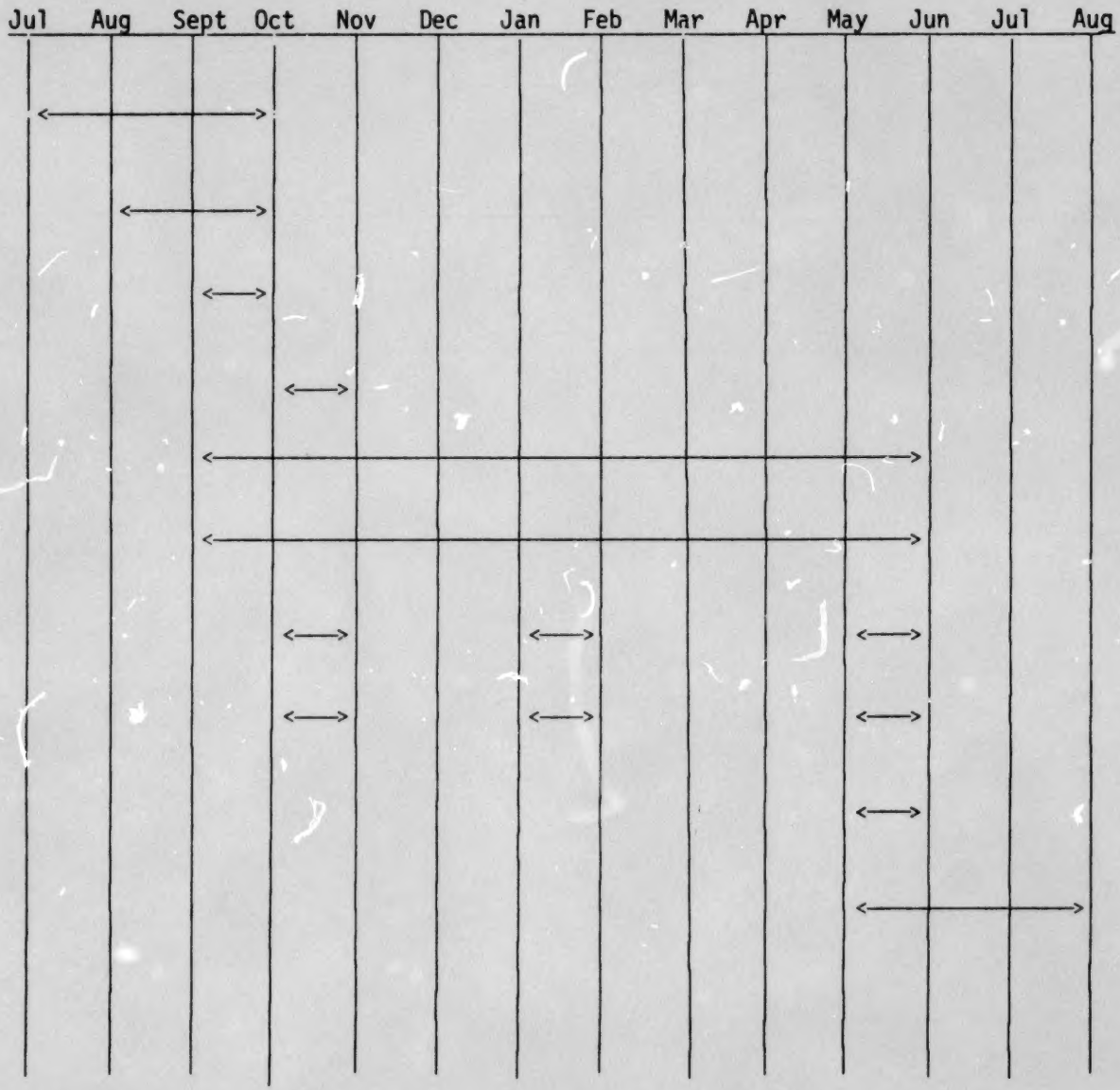


Figure 2-2

Primary Evaluation Steps



Staffing

Under ideal circumstances, evaluation is a team effort by people working within the program or district. Included on this team will be persons with data analysis skills, writing skills, knowledge of instructional processes, and ability to work well with school-site personnel. There may even be more than one type of evaluator hired for a particular project. Here are three types of evaluators you might work with.

In-house: This person is a staff member of the project and works with your program throughout the year. The in-house evaluator does implementation evaluation to provide answers to formative (program improvement) questions. She/he is often very familiar with the program and may even work part-time as a teacher or resource person.

On site: This evaluator does not work exclusively with your program or school. She/he is often the district evaluator who is in charge of "evaluation" in general, from Title I through Title VII. This evaluator is usually not involved in classroom instruction.

External: This is someone who is hired for a few weeks to gather outcomes information. The school district furnishes the program documentation and implementation data while the external evaluator usually does achievement testing and analyzes information collected throughout the year.

Besides evaluators, what other kinds of staff are desirable in conducting a bilingual evaluation? A secretary and one other clerical assistant capable of coding data, collating and distributing materials,

or administering tests is helpful. If you cannot speak the language of the children or parents involved in the program, you may wish to hire a part-time aide or teacher to conduct interviews or help you when you observe classes. Someone skilled in data analysis and data display techniques is desirable. If your writing skills are rusty, you may want to hire a professional report writer. If you are responsible for collecting data for several classrooms or school sites, you may want to hire someone to assist in test administration, observations, interviews, or other data collection activities.

Once you have determined what kinds of staff you will need, you must identify those people available to you who have the appropriate skills. Resumes and personal recommendations are helpful as are work samples or having interviewees perform a small evaluation subtask. One of the most important managerial skills you can have is the ability to hire appropriate personnel and to deploy their talents in the most efficient manner possible.

In many instances, however, you will be asked to conduct an evaluation without much assistance. When this is the case, how do you get staff that doesn't exist? There are many ways for you to obtain free evaluation assistance.

1. Look at school district resources. Does the research or evaluation branch have someone who can consult for you?

2. Try county offices. Get free advice from the curriculum branch, the budget and the management offices.

3. Visit training resource centers located at nearby universities.

4. Call state department of education consultants.

5. Get in touch with the nearest university and don't limit your contacts to departments of education. For example, the ESL section may be able to supply advice on instructional theories and strategies.

6. Visit other bilingual projects for instrumentation suggestions.

7. Attend professional conferences such as the National Association for Bilingual Educations, the National Council for the Social Studies, or the National Association for Teachers of English.

8. Call up people who have conducted bilingual evaluations.

9. Call the HOTLINE at the Bilingual Clearinghouse (800) 336-4560.

The free advice available from the above sources may compensate in part for lack of staff or skill deficiencies of your own.

After you identify the personnel needs for an evaluation, you should specify both the people and the time required for carrying out the tasks. A resource allocation chart (Figure 2-2 is an example) provides a convenient format for recording your decisions. The chart indicates the number and type of people needed to carry out the evaluation, identifies the tasks on which they will work, and estimates the level of effort, i.e., the number of workdays necessary for each person to do the task. The figures from the chart feed directly into budget calculations, and serve as a basis for computing personnel costs. The chart can also be used to identify probable costs for items such as travel (mileage to visit schools) printing and duplicating (for data collection instruments and reports), and data analysis, e.g., coding, computer time, keypunching.

The resource allocation chart is also a useful budgeting tool.

By estimating the amount of time each staff member is needed, you can then multiply this number by salaries to obtain cost-estimates for staff. In practice, few staff members will distribute their time exactly as it appears on the allocation chart, although the total time allocated may be the same.

The first step in preparing a resource allocation chart is to list the evaluation tasks and activities. This list contains the same tasks used in generating the evaluation schedule, but it should be more detailed. Subtasks should be described whenever possible. You should check the funding agency regulations for any requirements that might affect the types of activities or the manners in which they are carried out.

For each task, decide on the type of personnel needed and estimate the number of workdays necessary for each person to do the task. As with the schedule of tasks, you should overestimate the level of effort to allow for unforeseen events that might affect the evaluation. Some or all of this cushion may be eliminated if the budget cannot handle the extra personnel costs. Some tasks may be difficult to estimate because you have had little experience in doing them. A colleague or another evaluator can sometimes be helpful. Finally, total the number of workdays for each person. You will transfer these totals to budgeting forms and use them to estimate personnel and consultant costs.

As you make decisions about the people who will do the evaluation, you need to consider the trade-offs between the expertise level of staff required to do the work and the probable costs of these people. The following questions might be helpful as you make these decisions:

- Can less experienced staff (with supervision) carry out a task?
- Can the level of effort on some tasks be reduced and still complete the evaluation?
- Can the level of effort be reduced by consolidating tasks among fewer people (rather than having more people work a small percentage of time)?
- Can in-house staff be used in lieu of outside service people or consultants?
- Are the necessary staff available to respond during peak periods of evaluation activity?

Figure 2-3 is a sample resource allocation chart. Note the basic continuity in tasks from the timeline. For example, task #6 spans two weeks in the timeline and takes ten working days in the resource allocation chart. If the level of effort is greater than the time available, you should divide the task among more staff, e.g., two teachers working two and one half days each rather than one working five days.

Figure 2-3

SAMPLE RESOURCE ALLOCATION CHART

Tasks/Activities	Evaluator	Program Admin.	Per Teacher	Per Aide	Program Secy.	Coder/ Keypuncher
1. Meet with instructional staff administration, school board to discuss evaluation	2	2	.5	.5		
2. Develop evaluation plan Review program documents Draft plan Obtain necessary approvals	10	5			2	
3. Review plan with director	1	1				
4. Decide on instrumentation Meet with concerned audiences Select outcome measures Select process measures	10	5	.33	.33		
5. Order measures	3	1			2	
6. Develop measures	5		5			
7. Conduct pre-test Distribute measures to schools Orient teachers Monitor testing Provide for make-up, collecting tests	5	2	2 .33	2 .33		
Number of Days Needed						

Figure 2-3 (cont)

Tasks/Activities	Evaluator	Program Admin.	Per Teacher	Per Aid	Program Secy.	Coder/ Keypuncher
8. Conduct program observations/ interviews at 10 school Arrange for appointments Visit schools	10	2	.33	.33	2	
9. Score tests/analyze process data	3					5
10. Provide feedback to concerned audiences Schedule meetings Make presentations	1	2				
11. Conduct program observations/ interviews at 10 schools Arrange for appointments Visit schools	10	2	.33	.33	2	
12. Provide feedback to concerned audiences	1	2				
13. Conduct preliminary analysis to use in decision making Identify questions to be answered Compile data Write report Present conclusions to concerned audiences	5	2			2	

Number of Days Needed

Figure 2-3 (cont)

Tasks/Activities	Evaluator	Program Admin.	Per Teacher	Per Aid	Program Secy	Coder/ Keypuncher
14. Conduct post-test Distribute measures to schools Orient teachers Monitor testing Provide for make-up, collecting tests	5	2	2 .33	2 .33		
15. Conduct program observations/ interviews at 10 schools Arrange for appointments Visit schools	10	2	.33	.33		
16. Score tests/analyze process data	3					5
17. Conduct analysis of full-year data Decide on statistical analyses Arrange for computer processing Develop presentation format	10					
18. Prepare report Draft report Review with concerned audiences Present in final form	10	5			5	
19. Share findings with concerned audiences	2	2	.5	.5		
TOTAL Number of Days Needed	106	37	9.0 2.48	5.0 1.98	15	10

Budgeting

Depending upon the regulations of the funding agency, the evaluation budget may be specified in the program plan as a fixed amount or as a percentage of the total funds awarded for the program. In either case, the program administrator and evaluator need to agree on the exact amount available for the evaluation and the types of costs that the budget will have to cover. Typical budget items include personnel, consultants, travel, supplies and materials, postage and mailing, and computer services. If the evaluation is being done by a research firm, there may also be a budget item for overhead, i.e., the administrative costs incurred by the firm in doing the evaluation.

There are many pieces of information that you need to know before you can begin to assemble a budget. You must identify unit costs for items such as personnel (salary per month), travel (cost per mile), and services (copy cost per page) and then estimate the number of units to get the work done. More specifically, you need to know the following:

Personnel Salary and Benefits

- The name and position of each person who will work on the evaluation.
- The level of effort for each person (from the resource allocation chart).
- The monthly salary and benefit rate (where applicable) for each person
- The percentage adjustment in salary to build in for raises and promotions (if the evaluation is multi-year).

Consultants

- Tasks to be performed and level of effort (from the resource allocation chart).
- Daily rate and/or total honoraria allowed under the funding agency regulations.

Travel

- Estimated mileage and incidentals for local travel for program staff and consultants
- Any trips including their purpose, destination, and length and applicable airfare and per diem.

Other Costs

- Hourly or daily rates for service personnel (e.g., data coders, keypunchers, data gatherers).
- Computer and ancillary equipment rates (e.g., per minute or per 1000 lines of output).
- Estimated number of photocopies for routine correspondence and reports.
- Availability of services such as test scoring and keypunching within the school district. Such services can sometimes consume a large chunk of the evaluation budget. Access to these services at reduced cost can result in considerable savings.
- Basic monthly rate for telephone service plus estimated long distance charges.
- Estimated cost of supplies, including paper, typewriter ribbons, pens, etc.
- Cost to mail documents, including any return postage.
- Tests, instruments, and other printed material.
- Test scoring and reporting services.
- Office, furniture, and equipment rental, including cost of utilities if appropriate.
- Postage
- Telephones

In addition to unit costs for various budget items, you need to know about the constraints and contingencies within the program and the evaluation.

Program constraints include the following:

- Number of students in the program and their grade level. For example, it is possible that children in the lower primary grades may have special testing needs which would require testers to work individually or with small groups of children.

- Size of the instructional staff, including number of teachers, aides, and other ancillary people.

- Extent to which instructional and administrative time must be covered in the evaluation budget. For example, aides may be paid on an hourly basis and so have to be reimbursed for attending any out-of-class meetings dealing with the evaluation. On the other hand, a program administrator may absorb his or her evaluation-related activities as part of general program responsibilities and thus not be considered as part of the evaluation budget.

- If the evaluation calls for extensive program documentation, there will be additional personnel costs for the instructional staff and evaluator. There will also be secretarial and duplicating costs associated with the work.

- If the evaluation design calls for one or more control groups, there will be additional costs for the instructional staff in the control classes to administer the tests plus the costs of purchasing and scoring the tests.

- If a program decides to develop its own tests, there will be personnel costs for the instructional staff to write the items and for someone with technical knowledge about testing to oversee the development; there will also be costs for the students and staff to do pilot testing, costs for purchasing tests to be used as a basis for comparison with the local tests, and data analyses costs.

Calculating a Budget--Some Examples

The process of building a budget consists of two steps. The first step is to estimate each line item on the basis of the optimal resources needed to get the job done. Since the resulting budget figure usually excludes the funds available for the evaluation, the second step is to do the necessary trimming. As you adjust the line items, you should give the most careful attention to personnel costs since these form the bulk of most budgets. You can use your resource allocation chart and personnel cost estimates to identify where costs can be cut; at the same time, you need to be sure that the level of effort is sufficient to do the job. You may also have to adjust the evaluation proposed if the budget is not sufficient to carry out the work as planned.

The remainder of this section builds on the example presented in Figures 2-1 and 2-2 to show how an actual budget is calculated. In addition to the tasks and personnel described in the figures, you need to know the following information about the example program and evaluation:

> The program is offered to five elementary schools. There are 30 classrooms, each with a teacher and paid aide, and 750 students (25 students per class) in the program. Teachers' out-of-class time during the workday is included as part of their regular salary; aides are paid by the hour and so must be reimbursed for all out-of-class work. Administrative and support staff time are covered entirely by program funds. Ancillary services such as test scoring are not available within the district. The evaluator will have access to office space and equipment at the school district offices but will have considerable distance to drive to visit the participating schools.
>
> The evaluation calls for pre- and post-testing of all students in the program with two standardized measures. The same tests will also be administered twice to 500 students in 20 classrooms to provide for a control group comparison. To monitor program implementation, the evaluator plans to conduct observations and interviews in some of the classrooms at three points during the school year.
>
> The program administrator is interested in the feasibility of expanding the evaluation in two ways: increasing the amount of program documentation collected during the year and developing some local criterion-referenced tests to supplement the standardized testing. The administrator wants separate cost estimates for these two activities before making a decision.

Figures 2-4 and 2-5 show two sets of budget calculations for doing the program evaluation. In Figure 2-4 the first set of estimates is the basic costs associated with doing the evaluation. The calculations in Figure 2-5 show the costs associated with testing a control group and with the two optional activities being considered by the administrator. Although costs are usually estimated in a single budget, doing separate calculations for parts of the evaluation lets you see what various design and measurement options cost. Based on the calculations in

FIGURE 2-4

Calculating a Budget--Example #1

1. Personnel Salary and Benefits

Person	#Days	Daily Rate, Salary, Benefit	Total
Program Administrator	41	No cost to evaluation	
Teachers (N=300 2 days/ teacher)	60	No cost to evaluation	
Aides (N=30 @ 2 days/aide)	60	$30 1,800 -----	$1,800
Secretary	15	No cost to evaluation	
			$1,800

2. Consultants

Person	#Days	Daily Rate	Total
Evaluator	100	$100	$10,000

3. Travel

Local travel to schools: 500 mi @ 17¢/mi	= $ 85
Parking	65
	$150

4. Other Costs

Item	# Needed	Unit Cost	Total
Coder/Keypuncher	10 days	$40/day	$ 400
Computer time	.5 hr	$400/hr	$ 200
Photocopy/Printing	5000/copies	5¢/copy	$ 50
Long-distance phone calls			$ 100
Supplies			$ 100
Mailing			$ 100
Test purchase & scoring	2 tests x 2 admin x 750 students	$1/copy	$3,000
			$3,950

Figure 2-4 continued

Calculating a Budget, Example #1

5. Budget Summary

Personnel Salary and Benefits	$ 1,800
Consultants	10,000
Travel	150
Other Costs	3,950
	$ 15,900

FIGURE 2-5

Calculating a Budget--Example #2

1. Costs associated with extensive program documentation

Teacher Time	Contributed at no cost to eval.	
Evaluator Time	5 days @ $100/day	= $ 500
Secretary Time	contributed at no cost to eval.	
Photocopy/Printing	100 copies @ 5¢/copy	= $ 5
		$ 505

2. Costs associated with control group design

Aide/tester time, N=20, 2 days x 2 admin @ $30/day	= $ 2,400
Test purchase & scoring, 2 tests x 2 admin x 500 students @ $1/copy	= $ 2,000
	$ 4,400

3. Costs associated with developing local tests

Teacher Time	contributed at no cost to project	= $ 300
Consultant Time	3 days @ $100/day	= $ 300
Aide/Tester Time	N=10, 1 day @ $30/day	= $ 200
Test purchase & scoring	200 students @ $1/copy	= $ 200
		$ 800

Figure 2-4 and 2-5, the evaluation budget needed to do the work as proposed is $20,300 ($15,900 for the basic evaluation and $4,400 for the control group testing). The two optional activities would add another $1,305 to the budget.

Suppose that the program administrator has earmarked only $18,000 for the evaluation but wants to retain the control group testing and add at least one of the optional activities. To determine what is reasonable to trim, the administrator and evaluator need to discuss the design proposed, the information it will yield, and the relative trade-offs involved. Some of the options include:

- Reducing the level of effort of the more expensive people on the staff. In the example, this would mean transferring some of the evaluator's work to the program administrator or using less expensive people in lieu of the evaluator in some of the activities.

- Using sampling procedures to reduce the number of classes, students, or test that will be part of the evaluation. For example, the evaluator could send out questionnaires on program implementation to all of the instructional staff and do site visits to only a subset of the classes. Depending on the size of the program and the use being made of the test scores, the evaluator could use matrix sampling procedures to select students and test items for the evaluation.

- Tying the evaluation testing to other testing programs in the school district. If the evaluator had access to these data and could administer the same tests in the spring as part of the evaluation, testing costs would be reduced by one-half.

- Investigating the costs of alternative approaches to test scoring. In the example, test scoring services are included as part of the purchase price by the test distributors. Depending on the district facilities available, the number of tests to be scored, and the type of answer sheets used, it may be more cost effective to hire some clerks to do the scoring by hand or to use existing district equipment.

As you begin to trim budget items, you will want to refer back to the task schedule and resource chart to make other adjustments. Your

efforts should result in an evaluation plan, schedule, resource chart, and budget that are all consistent with one another.

Figures 2-6, 2-7, and 2-8 on the following pages present sample budget forms with accompanying instructions for a federal grant and for a federal research proposal. These two forms are typical of the kinds of budget formats you will encounter when applying for special funds. It is important that you understand what kind of information is expected to be reported in each of the budget categories on the two forms.

PART III: BUDGET INFORMATION

Figure 2-6

General Instructions

Sections B and D should present the budget for the first budget period (one year), and Section E should present the need for Federal assistance in the subsequent budget periods. All applications should contain a budget breakdown by the object class categories shown in lines a-k of Section B.

NOTE: If this is a joint application, a total budget for the proposed project and single budgets from each applicant must be submitted.

Section A. Budget Summary

Not applicable.

Section B. Budget Categories

Enter on line 6 in columns (1)-(3), the activity headings or descriptions for which there are separate budget breakdowns for the object class categories.

An applicant for a Basic or Demonstration project must include a separate budget for instructional and training activities. Enter "Instruction" on line 6 in column (1) and enter the costs associated with instruction on lines 6 a-k and 7, under column (1). Enter "Training" on line 6 in column (2) and enter the costs associated with training on lines 6a-k and 7, under Column (2). Training activities authorized under the Basic Projects and Demonstration Projects programs are described in the regulations, S123a.10(b) and (c).

An applicant under the Training Projects Program must include a separate budget for each proposed activity described in the regulations,

S123e.10(a)-(e). Refer to S123e.20 for information on how to apply for the various activities. Enter the letter which corresponds to each proposed activity on line 6 in columns (1)-(3) and enter the costs for each activity in the appropriate column.

For an applicant under the SEA Projects for Coordinating Technical Assistance, Support Services Projects, School of Education Projects, Desegregation Support, or Fellowship Program, budget costs may be itemized in a single budget column. Enter the CFDA number and program alpha in column (1).

Additional sheets should be used when one form does not provide adequate space for the breakdown of data required. However, when more than one sheet is used, the first page should provide the summary totals. The column heading(s) for the proposed activities used on the summary sheet should also be used for any additional breakdown of budget data.

Use the following supplementary instructions in completing the Budget Information form:

Lines 6a-h. For each activity in columns (1)-(3), show the estimated amount for each object class category.

Line 6a. Show salaries and wages only. Fees and expenses for consultants must be included on line 6h.

Line 6b. Leave blank if fringe benefits applicable to direct salaries and wages are treated as part of an indirect cost rate.

Line 6c. Enter out-of-town travel for employees only. Do not enter local travel of employees or travel of consultants, trainees, etc.

Line 6d. Enter tangible personal property having a useful life of more than one year and an acquisition cost of $300 or more per unit.

Line 6e. Enter all tangible personal property except that entered on line 6d.

Line 6f. Enter procurement or service contracts except those, such as equipment and supplies, which belong on other lines. Do not enter payments to individuals, such as training costs, stipends, and consulting fees.

Line 6g. If minor remodeling is required to implement the project (excluding the Fellowship Program), enter costs.

Line 6h. Enter all direct costs not clearly covered by lines 6a-6g. Such allowable costs under all programs (excluding the Fellowship Program) include computer-use charges, non-salary and wage payments to individuals (e.g., consultants), space or equipment rental, local transportation, etc.

Further allowable costs under Basic Projects, Demonstration Projects, SEA Projects for Coordinating Technical Assistance, Support Services Projects, Training Projects, and the Fellowship Program are tuition and fees, books, travel, and stipends for students. Refer to S123.41 of the regulations for the allowable rates for these costs.

Line 6i. Show the amount of indirect cost. Refer to (EDGAR) 45 CFR Part 100a.562 for guidance.

Line 6k. Enter the total of the amounts on lines 6i and 6j. For all applications, the total amount in Secion B, line 6k, column (5), should be the total amount of Federal funds requested for the first budget period.

Line 7. Enter the estimated amount of income, if any, expected to be generated from this project. Do not add or subtract this amount from the total project amount. Show under the program narrative statement the nature and source of income. The estimated amount of program income may be considered by the Office of Education in determining the total amount of the grant.

Figure 2-6 (con't)

Section C. Source of Non-Federal Resources.

Not applicable.

Section D. Forecasted Cash Needs.

Line 13. Enter the amount of cash needed by quarter from the Office of Education during the first grant period.

Lines 14-15. Not applicable.

Section E. Budget Estimates of Federal Funds Needed for Balance of the Project.

Line 16. The CFDA number is preprinted in column (a). Add the appropriate program alpha that identifies the program. Enter in the proper columns the amount of Federal funds which will be needed to complete the project in the proposed project period. Column (b) represents the first year following the initial year for which funds are requested. Refer to S123.40 of the regulations for provisions concerning maximum project length.

In addition to completing Section E, an applicant for a multi-year award must briefly describe in the narrative portion of the application those activities planned for subsequent years of funding.

Lines 17-20. Not applicable.

Section F. Other Budget Information

Line 20. Use this space to explain amounts in the individual object class categories that may appear to be out of the ordinary and to provide additional information for the following categories:

For line 6a, "Personnel", give the individual salary amounts and level of effort for the key personnel identified by name or title in the Program Narrative.

For line 6d, "Equipment", list each item or groups of similar items and the estimated cost per item.

For line 6f, "Contractual", list costs of remodeling and explain.

For line 6h, "Other":

a. List the total number of consultants that will work on the project and their costs (fees and travel).

b. For an applicant under Basic Projects, Demonstration Projects, SEA Projects for Coordinating Technical Assistance, Support Services Projects, Training Projects, or the Fellowship Program, estimate anticipated training costs for the following:

(1) The total cost of tuition and fees
(2) The total cost of books
(3) The total cost of travel
(4) The total amount to be paid for stipends.

c. Identify other costs that exceed $750 or 1/2 of one percent of project's proposed budget, whichever is larger, and explain the costs.

Line 22. Enter the type of indirect rate (provisional, predetermined, final, or fixed) that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expenses.

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1.		$	$	$	$	$
2.						
3.						
4.						
5. TOTALS		$	$	$	$	$

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY (1)	(2)	(3)	(4)	TOTAL (5)
a. PERSONNEL	$	$	$	$	$
b. FRINGE BENEFITS					
c. TRAVEL					
d. EQUIPMENT					
e. SUPPLIES					
f. CONTRACTUAL					
g. CONSTRUCTION					
h. OTHER					
i. TOTAL DIRECT CHARGES					
j. INDIRECT CHARGES					
k. TOTALS	$	$	$	$	$
7. PROGRAM INCOME	$	$	$	$	$

HEW-6081

D10

-30-

E12

Figure 2-7

E13

Figure 2-7 (con't)

SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8.	$	$	$	$
9.				
10.				
11.				
12. TOTALS	$	$	$	$

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$	$	$	$	$
14. NON-FEDERAL					
15. TOTALS	$	$	$	$	$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (years) (b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16. 13.403 Bilingual Education	$	$	$	$
17.				
18.				
19.				
20. TOTALS	$	$	$	$

SECTION F - OTHER BUDGET INFORMATION *(attach additional sheets if necessary)*

21. DIRECT CHARGES:

22. INDIRECT CHARGES:

23. REMARKS:

PART IV - PROGRAM NARRATIVE (attach per instructions)

MEMO-6887

CONTRACT PRICING PROPOSAL
(RESEARCH AND DEVELOPMENT)

Office of Management and Budget Approval No. 29-R0184

This form is for use when *(i)* submission of cost or pricing data (see FPR 1-3.807-3) is required and *(ii)* substitution for the Optional Form 99 is authorized by the contracting officer.

PAGE NO | NO OF PAGES

NAME OF OFFEROR | SUPPLIES AND/OR SERVICES TO BE FURNISHED

HOME OFFICE ADDRESS

DIVISION(S) AND LOCATION(S) WHERE WORK IS TO BE PERFORMED | TOTAL AMOUNT OF PROPOSAL $ | GOV'T SOLICITATION NO

DETAIL DESCRIPTION OF COST ELEMENTS

			EST COST ($)	TOTAL EST COST	REFERENCE
1 DIRECT MATERIAL *(Itemize on Exhibit A)*					
a PURCHASED PARTS					
b SUBCONTRACTED ITEMS					
c OTHER — (1) RAW MATERIAL					
(2) YOUR STANDARD COMMERCIAL ITEMS					
(3) INTERDIVISIONAL TRANSFERS *(At other than cost)*					
TOTAL DIRECT MATERIAL					
2 MATERIAL OVERHEAD *(Rate % X $ base =)*					
3 DIRECT LABOR *(Specify)*	ESTIMATED HOURS	RATE/HOUR	EST COST ($)		
TOTAL DIRECT LABOR					
4 LABOR OVERHEAD *(Specify Department or Cost Center)*	O H RATE	X BASE =	EST COST ($)		
TOTAL LABOR OVERHEAD					
5 SPECIAL TESTING *(Including field work at Government installations)*			EST COST ($)		
TOTAL SPECIAL TESTING					
6 SPECIAL EQUIPMENT *(If direct charge) (Itemize on Exhibit A)*					
7 TRAVEL *(If direct charge) (Give details on attached Schedule)*			EST COST ($)		
a TRANSPORTATION					
b PER DIEM OR SUBSISTENCE					
TOTAL TRAVEL					
8 CONSULTANTS *(Identify – purpose – rate)*			EST COST ($)		
TOTAL CONSULTANTS					
9 OTHER DIRECT COSTS *(Itemize on Exhibit A)*					
10 TOTAL DIRECT COST AND OVERHEAD					
11 GENERAL AND ADMINISTRATIVE EXPENSE *(Rate % of cost element No.)*					
12 ROYALTIES					
13 TOTAL ESTIMATED COST					
14 FEE OR PROFIT					
15 TOTAL ESTIMATED COST AND FEE OR PROFIT					

OPTIONAL FORM 60
October 1971
General Services Administration
FPR 1-16.806
5060-101

Figure 2-8

Monitoring

An often overlooked aspect of evaluation management is progress monitoring. Three resources will need supervision by management: staff, time and budget. During an evaluation, the program and the evaluation itself may undergo changes. When this occurs, you will need to review the time, money and staff resources available to determine what is feasible to accomplish during the course of the evaluation. The outcome of this reassessment are revised timelines, budgets, additions or deletions to staff and, of course, communication with project staff about these revisions.

Time

An up-to-date timeline and resource allocation charts are useful in monitoring project progress. Together, they can help you answer the following questions:

- Is the work behind schedule or on time?
- Is the staff spending more or less time on individual tasks than planned? How will this affect project completion?
- Is the allocation of personnel and time for specific tasks realistic? What modifications need to be made?

By tracking time and personnel for specific tasks, you will be able to identify problems as they occur and respond by redirecting people and redefining tasks as needed. You will be better able to meet deadlines if you know far enough in advance if a no-cost extension is needed. You will also be able to use the information that you accumulate to make more accurate estimates of resource needs in future proposals.

Money

It is especially important to review the budget as awarded and identify where any major changes in item amounts have occurred. You should check the personnel budget to see where any shifts in staff may be necessary. If the personnel cuts are substantial, you should also review the work plan to see where the level of effort on certain tasks might be reduced. Your efforts should result in a work plan, task schedule, and budget which are all consistent with one another.

As you monitor budget expenditures, you may find that certain items have been under- or overestimated. Depending on funding agency regulations, you can frequently re-budget to cover these discrepancies. You should contact the funding agency to find out if there are limitations on the amounts transferable from one budget item to another and on the approvals needed to make the transfers.

Staff

If you are an evaluator in charge of several personnel, perhaps one secretary, one data processing clerk, and one administrative assistant, some of the time you spend will be devoted to the following activities:

1. Assigning tasks to assistants.
2. Checking to see that tasks are completed on schedule or as directed.
3. Reviewing the quality or adequacy of tasks completed.
4. Providing feedback to staff members or their employers about the quality of their work.
5. Facilitating communication and "good relations" among staff members and between staff and school site contacts.

An additional desirable responsibility for an evaluation project director is to spend some time with "junior" members doing staff development.

In order to be a successful "monitor" you will need a combination of good organizational and interpersonal skills. For example, in assigning tasks to various staff members, the principles of good instruction apply. Staff need to know what they are expected to do, when, and in some cases they will need some performance criteria in advance. Therefore, you need to be intimately familiar with requirements of particular tasks and be able to communicate these clearly to co-workers. In the case of "performance criteria" it may help co-workers to know if a certain job needs to be done quickly, but with not much attention to detail, or if it must be done thoroughly and double-checked.

Monitoring the progress of evaluation staff must be done diplomatically. It is your responsibility in the final analysis to complete the evaluation. The quality of the report and its timeliness is a reflection of your work. Thus, in the delegation of responsibilities, you have a vested interest in finding out if assigned work has been performed. You may need to "jog memories", or you may need to provide clearer task descriptions as part of the monitoring process. At the same time, you will have to treat co-workers in such a way that they do not see your monitoring as a lack of trust in their ability to do a task well.

If you can recall your student days, or even your first job, you will remember how important it was to be told that you were doing a job well, that it was appreciated, or that you could do even better with some simple changes in your work style. Co-workers, especially those asked to perform new tasks, need feedback on the adequacy of their work and the worth of their contribution. Since bilingual evaluations operate in complicated settings, perhaps some of this feedback can occur in staff

trouble-shooting sessions, where all members get an opportunity to suggest ways to improve the evaluation effort.

Facilitation of communication among staff and between the evaluation team and the school is quite time consuming. You will have letters to write and follow up calls or visits to make in order to schedule data collection activities. You may need to write thank-you notes to persons who have been especially inconvenienced by the evaluation. Administrators or project directors may want continuing informal feedback from the evaluation team. In addition, you should be prepared to adjudicate possible conflicts among your staff or between them and school personnel.

One final aspect of project monitoring is staff development. If you have time to teach new skills to staff members, to arrange visits to other sites for them to learn new techniques, or to bring in consultants for informal "lunches", you will be able not only to improve staff skills but to boost morale as well.

Reporting

A final management task concerns your responsibility to keep stakeholders in the evaluation, funders, program personnel and their administrators, informed about the progress of the evaluation. Although you may be officially reporting results in the final report, continual feedback to groups concerned with the evaluation is imperative. Project staff need program improvement information. The sooner that you are able to inform them about the effectiveness of certain instructional practices, materials, scheduling or the like, the sooner they can make appropriate program changes.

District administrators are interested in how project resources are being spent and student achievement enhanced by the program. As an evaluator, your documentation of the program will provide valuable information, such as whether the books that are ordered arrived or that there is the constant turn-over in teaching aides. This information will help explain final program results and give administrators a picture of the problems that need to be ironed out the next year.

Parents may not be supportive of the program, under the mistaken notion that their students are being "robbed" of instructional time in regular classrooms. Information about program activities, small triumphs, changes in student attitudes or achievement will be especially welcome to this group. Finally funders require "accountability" for funds spent. Frequent communication with the project funder not only insures that your program is in compliance with funding regulations but also allows you to negotiate certain aspects of the evaluation that may have to be changed due to unanticipated problems in implementing the evaluation plan.

Evaluation reporting, then, should be frequent, relevant to the interests of particular groups and done in a manner that will make the results most useful. Your reporting techniques will vary according to the group addressed and their concerns. You may wish to use newsletters, memos, individual conferences, faculty meetings, project staff meeting, or parent advisory committee meetings as a reporting mechanism. Some reports will require formal presentation of data analysis and conclusions, others may be brief discussions of interview, survey, or observation data that indicate program strengths or weaknesses. Certainly, no one should be surprised, shocked, or embarrassed by the final report. By keeping interested parties informed, you will gain a sense of which groups are particularly sensitive to which issues and how best to report results to them.

The two major management tasks in reporting are creating a reporting schedule and providing a useful report. In creating the reporting schedule, you will need to consider the following questions:

Who is interested in the evaluation?

What are these irterests; what are their information needs?

What kinds of data must I collect to inform this audience?

How should I present this information so that the audience can both understand and use it?

After pinpointing the audience, their needs and how you will inform them, you can then schedule your reports. For example, teachers are most often interested in program improvement information. They want to know if students are improving as a result of using the text or if students understood a particular lesson. Student achievement information and classroom

observation data that will address these concerns are easily transmitted back to teachers informally at the end of an observation session or in small-group teacher meetings. If you plan to provide these kinds of information during your evaluation, you will then schedule reporting periods to coincide with project staff meetings or with the data collection schedule for classroom observations. Figure 2-9 displays a plan for reporting that incorporates an audience-information-need-approach to evaluation reporting.

A second management task in evaluation reporting concerns the utility of your report. One of your primary concerns will be the usefulness of your evaluation to decision-makers. Utility, however, is a function of the relevance, credibility and clarity of the information presented. In preparing your oral and written reports, you may wish to use a checklist to determine if you have indeed been as careful, relevant and accurate as necessary in making your evaluation information useful. Figure 2-10 presents an example of reporting criteria that you may wish to use to guide the drafting of oral and written reports.

PLANNING THE REPORTING SCHEDULE

Figure 2-9

Audience	Information Needs	Appropriate Data	Reporting Technique	Schedule S	O	N	D	J	F	M	A	M	Ju	Jl	Ag
Funding Agency	Was the program implemented as planned?	Program description	Formal written report											Jl	
	Did the program enhance student achievement?	English achievement tests Math achievement test Native language achievement test													
	Were parents involved in the program?	Observation of PAC meetings. List of program activities that include parents													
Administration	Are funds being spent as planned?	Description of program inputs and cost	Final report											Jl	
	What is the pattern of staff & materials allocation?	Staffing plan Program description	Staff meeting		O				F						
	How is the program "going over" in the school?	Survey of non-program teachers	Memo Staff meetings		O		D			M		M			
	the community?	Survey of parents	Memo Staff meetings		O		D			M		M			
	Did the program enhance student achievement?	English achievement tests Math achievement tests Native language achievement tests Student work samples Teacher questionnaire	Staff meetings Final report		O		D					M			

PLANNING THE REPORTING SCHEDULE

Figure 2-9 (con't)

Audience	Information Needs	Appropriate Data	Reporting Technique	Schedule S	O	N	D	J	F	M	A	M	Ju	Jl	Ag
Parents	Are my children benefiting from the program?	Student achievement test Student attitude survey	Parent conference Newsletter			N				M		M			
	Is being in the program affecting progress in other areas, either positively or negatively?	Non-program teacher surveys Achievement tests in content areas Non-program teacher interview	Parent conference PAC			N				M		M			
	What's happening in my child's classroom?	Program description	Newsletter						F						
School Board	Is money being spent as planned?	Description of program inputs & costs	Final report											Jl	
	Did the program enhance student achievement?	Achievement tests	Board meeting Final report		O		D			M				Jl	
	What would it cost to improve program?	Cost analysis of report recommendations	Final report											Jl	
Teachers	How can I improve my instructional techniques?	Observation Interview students	Personal conference/ staff meeting		O		D			M		M			
	Are my students learning	Student achievement on CRTs	Conference/staff meetings						F				Ju		
	Are the materials "any good"?	Student attitude Expert Review Student achieve. data	Conference/staff meetings			N		J			A				

SUGGESTED EVALUATION REPORT CRITERIA

Figure 2-10

Part I: Report Content

I. Relevance: Responsiveness to needs of its audience

A. The audience in clearly identified

1. Funding agency
2. School board
3. School district administration
4. Project staff
5. School site non-project staff
6. Parents

B. The questions/issues of interest to the audience are stated

1. Does the program exist?
2. What does the program look like?
3. How are students in the program doing compared to other groups?
4. How can the program be improved?
5. Is the program of value?

II. Credibility: Inferences valid, and conclusions plausible, and recommendations realistic

A. The evaluation procedures are described

1. Sample selection and description
2. Instrumentation selection/development and description
3. Data collection procedures described
4. Data collection timeline included
5. Data analysis reported

a. Data meet assumptions of required statistical tests
b. Statistical tests appropriate for answering evaluation questions

B. Generalizations drawn from data are logically deduced

1. Conclusions are documented

a. Quotations
b. Figures/graphs
c. Tables
d. Statistical/document analyses

2. Conclusions relate to concerns of the evaluation

Part I - Figure 2-10 (con't)

B. Generalizations ... (con't)

2. (con't)

a. Conclusions about program characteristics
b. Conclusions about causes
c. Conclusions about implementation level and fidelity to plan
d. Conclusions about program improvement
e. Conclusions about program impact
f. Conclusions about value of program goals

C. Alternative explanations for results/conclusions provided

D. Recommendations are given

E. Limitations on interpretations stated

1. Limitations due to procedures
2. Limitations due to characteristics of the data
3. Limits of statistical inferences

SUGGESTED EVALUATION REPORT CRITERIA

Figure 2-10

Part II: Report Presentation

I. Clarity

A. Organization

1. Order of presentation of information hold audience interest
2. Order of presentation supports conclusions/recommentations
3. Information easily accessed

B. Style

1. Written/oral presentation is jargon-free
2. Writing uses active mode whenever possible
3. Oral presentation is neither stilted nor too casual/condescending

C. Mechanics

1. Written reports are proofed for spelling errors, incomplete sentences, or other mechanical errors

II. Format

A. Title
B. Contents
C. List of figures and tables
D. References
E. Appendices

III. Medium

A. Appropriateness

1. Medium selected for reporting is "typical" for audience

a. Funding agencies: Interim and final reports; telephone contacts followed up with letters; formal correspondence
b. School board: oral presentation at meeting preceded by copy of presentation
c. District administration: memos, meetings with two-page summary, telephone conversation with follow up letter
d. Project staff: meetings with two-page summary, individual conversations, informal lunches
e. Non-project school staff: faculty meetings with two-page summary, informal conversations, memos to principal and reports in school administrative/department head meetings
f. Parents: newsletters home, presentations at PTA PAC

Part II - Figure 2-10 (con't)

A. Appropriateness (con't)

2. Tone is appropriate for audience

B. Effectiveness

Use is made of overhead transparencies, illustrations, samples of student work, instruments, whenever possible.

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